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AVAILABLE FROM Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet: $45.00 for set of thirty)

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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotyping, this guide for teachers (junior high and above) is designed to encourage students to think through how textbooks and educational materials send out hidden messages that attempt to shape their perceptions of acceptable roles for men and women. It was developed to present information and facilitate discussion in a forty-to-fifty-minute class period. Contents include an instructor's script (material to be presented), six transparency masters, and a discussion guide. The following are examples of topics covered: occupations should be shown as open to all: males and females should be shown able to do a variety of home tasks: and language should not reflect limited options. The packet, like others in the series, can be used alone, in combination with other packets, or to supplement existing instructional units. (JT)

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PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

IS MY TEXTBOOK LIMITING ME IN CONSIDERING FUTURE ROLES?

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE 025 705

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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Sterectyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This packet was developed to encourage students to think through how textbooks and educational materials send out hidden messages that attempt to shape their perceptions of acceptable roles for men and women. Students are encouraged to develop sensitivity to these messages, to ignore their influences, and to decide for themselves what roles best fit their situations. It was expected that the packet would usually be used in traditional 40-50 minute class periods. However, time flexibility is built in through shortening or lengthening class discussion.

The packet was designed to be used alone, in combination with other packets, or to supplement existing instructional units. It was developed to facilitate discussion as well as to present information. Its effectiveness will be determined by your students' discussion and participation.

Included in this packet are:

1. An instructor's script. This script has action guide notations in the right column.

2. Six transparency masters:

   - Occupations Should Be Shown As Open To All
   - Males and Females Should Be Shown Having All Human Traits
   - Males and Females Should Be Shown Able To Do A Variety Of Home Tasks
   - Unneeded Family Relationships Should Be Omitted
   - Only Physical Descriptions Necessary For A Job Should Be Shown
   - Language Used Should Not Reflect Limited Options

   By covering each master with a sheet of transparency film and running both the sheet and master through a Thermofax machine, transparencies for usage with an overhead projector can be produced.

3. A discussion guide to aid in leading class discussion after showing the six transparencies.

A suggested general format for this instructional unit is:

1. Before the presentation the instructor should
   a. become familiar with the script through pre-reading
   b. set up an overhead projector for showing transparencies

2. The instructor reads the script (or adapts script to one's speaking style) to the group, incorporating action guide notations on the right hand column when appropriate.

3. The instructor leads class discussion as noted in the script, utilizing the discussion guide if desired.

XXX NOTE: Source for transparencies was Guidelines for Sex-Fair Vocational Educational Materials DHEW/OE, Women on Words and Images, Princeton, N.J.

DISCUSSION GUIDE

1. We have just considered ways that our textbooks and educational materials try to influence how we think a boy or girl should be. Do you feel that during growing up you may have unconsciously absorbed any of these messages? If so, which messages do you think were most effective?

2. Consider all kinds of occupations. Is there anything physically and mentally required by an occupation that cannot be effectively done by either sex?

3. Consider everything needing to be taken care of in a home. Is there anything physically and mentally required by a task that cannot be effectively done by either sex?

4. Do you see men as less masculine or women as less feminine if they chose non-traditional roles? Do you know anyone that might take this viewpoint? Why do you think they may feel this way?

5. What is your reaction to the concept that each person should be free to decide from all options what roles best meets ones current situation? Do you think this concept is workable in real life?

HANDOUT MASTERS

OCCUPATIONS SHOULD BE SHOWN AS OPEN TO ALL

ATTEMPTS TO LIMIT CHOICE	TWISTS TO KEEP CHOICES OPEN
In New England, the typical farm could be taken care of by the owner and his sons.	In New England, the typical farm was so small the family could take care of it.
Dental hygienists, the girls in white . . . earn about $8,000.	Dental hygienists earn about $8,000.
While he is working, the welder must	While on the job, the welder must . . . .
The key to the medical assistant's successful career is of course her dealing with the doctor's patients.	The key to a medical assistant's successful career is how he or she deals with the doctor's patients.

MALES AND FEMALES SHOULD BE SHOWN HAVING ALL HUMAN TRAITS

ATTEMPTS TO LIMIT TRAITS

Gruffness, snapping remarks are resented more by women than are long hours and low pay.

The job of stock control is one that requires attention to detail - something many men do not like.

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The leadership of a company often make committe decisions involving policy changes

TWIST TO KEEP TRAIT CHOICES OPEN

How a boss communicates with his employees can contribute more to low moral than long hours and low pay.

The job of stock control is one that requires attention to detail.

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The leadership of a company often makes committee decisions involving policy changes.

MALES AND FEMALES SHOULD BE SHOWN ABLE TO DO A VARIETY OF HOME TASKS

ATTEMPTS TO LIMIT TASKS

The breadwinner wants to relax when he comes home.

Mary wants to triple the cake recipe. If the recipe calls for 3/4 cup - - - - -.

Have your mother send cookies for the field trip.

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TWISTS TO KEEP TASKS OPEN TO ALL

After a hectic day at work, a person likes to - - - -

To make a cake three times larger, one needs to - - - - -

Please bring cookies for the field trip.

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UNNEEDED FAMILY REALTIONSHIPS SHOULD BE OMITTED

TYING IDENTITY TO FAMILY

Pioneers moved West, taking their wives and children.

Most nursery men are also good family men - a man who truely loves trees cannot be bad at heart.

Ann Gray, mother of five, was a candidate for the senate.

Tom, although married, designed and sews his own golf outfits.

Jean Dawson, wife of Bob Dawson, ran the Union meeting.

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TWISTS TO KEEP IDENTITY TO THE INDIVIDUAL

Pioneer families moved West

Most nursery men enjoy growing trees.

Ann Gray was a candidate for the senate.

Tom designs and sews his own golf outfits.

Jean Dawson ran the Union meeting.

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LANGUAGE USED SHOULD NOT REFLECT LIMITED OPTIONS

LIMITING LANGUAGE	KEEPING OPTIONS OPEN
Salesman	Salesperson
Camerman	Camera technician
Authoress	Author
Man - sized job	Big job
A secretary needs a file cabinet near her desk	A secretary needs a file cabinet near the desk
The executive dictates his thoughts	Executives dictate their own thoughts
He/ She - - - - his/her	He/ She - - - - her/his
Gentlemen:	Colleagues:

INSTURCTOR'S SCRIPT

As soon as you were born, the American society immediately started to shape you as a future American woman should be or as a future American man should be. American society had a preconceived picture of personality traits, behaviors, roles and careers you were allowed to acquire as you grew into adulthood. And the picture for you depended on whether you were born a boy or a girl. Each time you acted in a way that was counter to social expectations, you would 'bump noses' with tradition. Enough ' nose bumps' would finally get the message through.

If you were born a girl, you were to grow up possessing tenderness, affection, and nurturance. Your future role would be a wife and mother. If you ever entered the work force, it would be in services such as office work, nursing, or teaching. If you were born a boy, you were to grow up possessing leadership, competitiveness, and independence. Your future role would be to provide the financial support for a family. When you entered the work force it would in such fields as science, outdoor work, administration, or using mechanical skills.

But today's world is rapidly changing. More and more women are being required to become self-sufficient adults to handle responsibilities they face. One clue to this is that currently over half of adult women work. Besides being comfortable possessing tenderness, affection, and nurturance, today's women often finds herself being called upon to be assertive and decisive in situations she faces. More and more men find they need to realize their full potential in all areas to handle the world they face. They often find themselves having to assume, or at least share in assuming, the responsibility of managing the home and family life. Besides being comfortable possessing leadership, competitiveness and independence, today's man finds himself being called upon to show warmth and understanding in situations he faces. In today's world, both men and women are called upon to

posses a broader range of personality characteristics to cope with living as an adult. What this means to us is that we cannot afford to have society chopping off our options choices because of the sex we are born as. Each one of us needs to be free to explore all our interests, skills, values and potential as we develop our personal resources for facing the future. One of these resources, of course, is exploring the whole range of occupations to find one that fits us and to prepare for it.

But society is slow in absorbing the changing roles its people are being forced to make. It still insists on giving us messages based on the past that limits our choice options. And when these messages continually bombard us, they unconsciously creep into our view of how things are. We can only avoid this by becoming aware of the shape, size and color of these messages. Then we can say to them "A-HAH! I caught you trying to sneak into my mind. Sorry! can't afford to have you there. I want to make my own decisions on which choices I want to close off. Try all you want - I just refuse to pay any attention to you."

Let's take one area that we in school are exposed to that is particularly slow in keeping up with reflecting society as it changes. This area is the textbooks and educational material you use every day in classrooms. There are several reasons why this material is behind in messages it sends you. When a textbook is written, hopefully its author is sufficiently on the ball to reflect society as it currently is. But then, there is a several year lag period while the book is accepted, revised, and published, before it is on the market for actual usage. Even when on the market, most school budgets are set up to replace educational material on a cycle rotation. It may be several more years before many schools can afford to actually use the textbook in classes. But wait, we don't have to immediately throw out all textbooks, because they can't keep up with the rapid changes. Most of them teach us very useful information. We will just explore the hidden

messages coming from textbooks and educational material that are trying to limit our choice options. By being able to notice these messages, we can choose to ignore them.

Okay - let's attack the hidden limiting messages coming from textbooks and educational materials. We will play a sneaky trick on them. We will twist these messages so we can learn the information without buying the attempts to close off choice options.

First, lets look at some of the role messages these material are trying to get us to buy. Often we find them trying to tell us that certain jobs are associated with women (nurses, secretaries) and other jobs with men (plumbers, architects, construction workers). Let's examine some statements you may find. Then let's try to twist them so option choices aren't closing off for someone. ---***---

** Show Transparency #1 - left side first

(NOTE: for transparency 1 through transparency 6, put a sheet of paper over the lower right hand of the transparency. As you consider each textbook statement sample, let students try to reword before showing the given example of one way to rewrite. Emphasize that the given example is just one way to rewrite. Acceptable is any restatement that removes the hidden messages trying to close options for a boy or a girl. Lower the paper as you consider each new statement. Allow time for class reaction when it occurs.)

Another role message is that different character and emotional traits belong to women and men. Males are portrayed as competent in leadership roles, emotionally insensitive and physically strong. Women are omitted from leadership roles, portrayed as inept, overly sensitive and having a preference for detail. ---***---

** Show Transparency #2 - left side first

Other role messages involve tasks that are acceptable for women and men to handle in the home. Protraying only men as breadwinners or women as caretakers of home and children may not prepare us for todays world where familys find it necessary to have breadwinning and home management tasks shared between wives and husbands. ---***---

** Show Transparenc #3 - left side first

Often men and women are shown as not capable of having their own identity separate from family roles. Women are shown in connection to her

husband and children instead of just being recognized for her own achievements. Men may be shown as a family man when this is not necessary to judge his achievement being considered. ---***---

** Show Transparency # 4 - left side first.

Other hidden messages involve physical appearances. Often in describing a job, advice to women involves emphasize on grooming and smiling faces while to men it is accomplishments or character. Perhaps the biggest physical appearance messages come from pictures included to liven up a book. Frequently only attractive or preferred body types are shown with the number of males exceeding females. ---***---

** Show Transparency # 5 - left side first.

Although there are many other categories of hidden messages being sent out by textbooks and educational material, let's explore just one other big group. This involves messages carried by the language used. Included is a host of usage that implies limiting options for someone. Let's look at a few of the most commen. We find the generic he being used to represent roles or occupations traditionally thought of as male. Similarly, she is used to represent roles or occupations traditionally thought of as female. In cases where both sexes are referred to, he is always listed before she all the way through instead of mixed order listing. Many occupational titles are found ending with suffices that imply only a man or woman normally take part in these activities. Let's look at examples of some of these language messages. ---***---

** Show Transparency # 6 - left side first.

---***--- (Lead into Class Discussion.)

** Use Discussion Guide if desired.

ONLY PHYSICAL DESCRIPTIONS NECESSARY FOR A JOB SHOULD BE SHOWN

UNNEEDED PHYSICAL CHARACTERISTICS

A smart secretary will dress to please her boss.

The dental hygienst, the girl with the flashing T.V. smile, - - - -

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TWIST TO REMOVE

Secretaries are often the public's first contact with a firm and should dress accordingly.

The dental hygienst - - - - -

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